Direct Support Professional Training
Year 1

Teacher's Resource Guide
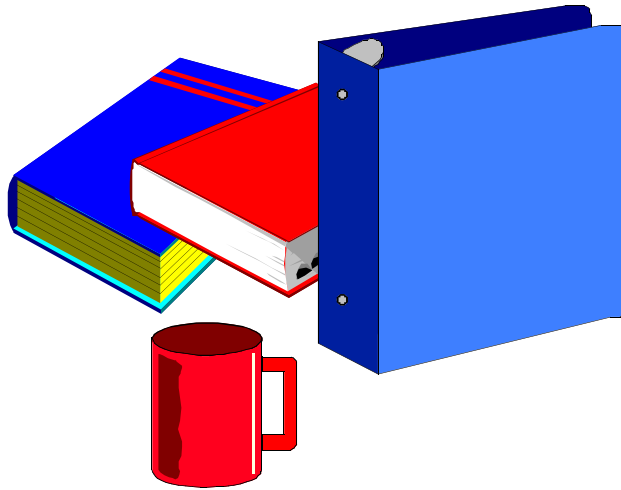
Session #6
Positive Behavior Support

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	**Positive Behavior Support**	**3 hours**
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
	Total Class Sessions	**12**
	Total Class Time	**35 hours**

Session: #6
Topic: Positive Behavior Support

Core
Objectives: Upon completion of this module, the DSP should be able to:

PBS-1   Use assessment strategies to evaluate how past, present and future events and environmental factors affect behavior.

PBS-2   Demonstrate effective methods to teach positive replacement behaviors and support existing positive behaviors.

PBS-3   Demonstrate ability to work as part of a team in implementing positive behavior support strategies.

Time:

Review of Homework Assignment	10 minutes
Key Words	2 minutes
Review Questions	3 minutes
Quality of Life Activity	20 minutes
A Brief History	10 minutes
Important Issues	15 minutes
The Scatter Plot	5 minutes
Things that Influence Behavior	10 minutes
BREAK	15 minutes
The A-B-C's	30 minutes
Developing a Plan	15 minutes
Motivation Assessment	15 minutes
Teaching Replacement Behaviors	20 minutes
The Language of Us and They	5 minutes
Presentation of Next Homework Assignment	5 minutes
Total Time	**180 minutes**

Materials:
- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
- Hard copy of overheads or disk with PowerPoint presentation;
- *Resource Guide* for all class participants; and
- Flip chart paper, masking tape, markers

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Introduction and Review of Homework Assignment

Do

Show overhead #1

Say

Welcome to Session #6, Positive Behavior Supports

Let's start off today by review the Homework Assignment. Please take a look at your Positive Environment Checklist as we discuss it. Today, we'll be talking a lot about how the environment can influence someone's behavior. This assessment tool was developed to help you look at those influences.

First, what did you find out about the physical setting you looked at?

Were there any problem areas that you noted?

Your Presentation Notes

Session 6:
Positive Behavior Support

Session #6, Overhead 1

Homework Assignment for Session #6:
Positive Environment Checklist

Please complete the *Positive Environment Checklist* in the environment where you work and support people (licensed home, and/or other setting). There are some fairly easy to follow instructions on the first page of the checklist to assist you. Review each question and circle one of the answers given: YES, NO, or UNCLEAR (if the answer is hard to determine, or if it is sometimes "yes" & sometimes "no").

This tool is good to use for two main reasons:

1. By completing it, you may identify specific areas within the environment, that may need to be looked at more closely, as they may impact the behavior of the people you are supporting. DSPs and/or administration may be able to adapt or change some of these areas to improve the quality of services you provide.

2. This is a good "self-assessment" tool that you can use to grade your environment. You may find that you are already positively addressing the areas listed and can "pat yourself on the back" with the results.

   Your results should be brought with you to the next session. We will discuss the following questions:

   a)　what area(s) did you rate well on (circling "YES" responses).

   b)　what areas did you rate "NO" or "UNCLEAR" on.

   c)　of the areas rated "NO" & "UNCLEAR," what suggestions do you have to make any practical changes within the learning environment to address those needs (or, have you done so already)?

POSITIVE ENVIRONMENT CHECKLIST*

The Positive Environment Checklist (PEC) is designed for use in evaluating whether the settings in which persons with moderate to severe disabilities live, work and go to school are structured in a manner that promotes and maintains positive, adaptive behaviors. The PEC looks at whether settings provide the conditions that support positive behaviors and do <u>not</u> present conditions that make negative behaviors more likely. It also addresses several concerns related to the ways in which program staff support and interact with the people with disabilities in the setting.

The checklist should be used as part of a proactive, preventive approach to addressing challenging behaviors. The checklist can be used as a general tool to provide an overall assessment of a setting. Also, when a particular individual is selected, it can be used as part of a comprehensive analysis of challenging behavior(s) to determine whether environmental conditions are contributing to it.

The PEC focuses on the physical, social, and programmatic structure of the environment. Checklist questions are divided into 5 sections:

1) Physical Setting,
2) Social Setting,
3) Activity & Instruction,
4) Scheduling and Predictability, and
5) Communication.

Responses to questions in each area should be based on direct observation of the environment, review of written program documents and personnel. Three response options are provided for each question: **YES, NO**, and **UNCLEAR.**   The term "staff" applies to paid and volunteer personnel who provide support and services in the setting. The term "people" refers to the people with disabilities who live, work, or attend school in the setting.

Scoring the completed PEC is simply a matter of determining which questions received a **YES** response, and which received **NO** or **UNCLEAR** responses. **NO** responses indicate areas or issues that should be addressed to create a more positive environment. **UNCLEAR** responses indicate the need for further analysis, perhaps by extended observation or by questioning a larger number of program personnel.

   *   *R & T Center on Community Referenced Positive Behavior Support*
       University of Oregon

SECTION 1: PHYSICAL SETTING

1.	Is the physical setting clean, well lit and odor free?	YES	NO	UNCLEAR
2.	Is the temperature regulation in the setting adequate?	YES	NO	UNCLEAR
3.	Is the physical setting visually pleasant and appealing?	YES	NO	UNCLEAR
4.	Does the arrangement of the setting promote easy access for all individuals within the setting?	YES	NO	UNCLEAR
5.	Is the setting arranged in a manner that facilitates needed staff support and supervision?	YES	NO	UNCLEAR
6.	Does the setting contain or provide interesting, age-appropriate items and materials for people to use?	YES	NO	UNCLEAR
7.	Is the setting located and structured in a manner that promotes and facilitates physical integration into the "regular" community?	YES	NO	UNCLEAR

SECTION 2: SOCIAL SETTING

1.	Is the number of people in this setting appropriate for its physical size and purpose?	YES	NO	UNCLEAR
2.	Are the people who share this setting compatible in terms of age, gender and support needs?	YES	NO	UNCLEAR
3.	Do the people that share this setting get along with each other?	YES	NO	UNCLEAR
4.	Do staff actively work to develop and maintain a positive relationships with the people here?	YES	NO	UNCLEAR
5.	Do staff promote and facilitate opportunities for social integration with people who are not paid to provide service?	YES	NO	UNCLEAR

SECTION 3: ACTIVITIES AND INSTRUCTION

1.	Do people participate in a variety of different activities?	YES	NO	UNCLEAR
2.	Do people participate in activities that occur in regular community settings outside of the home, school or workplace?	YES	NO	UNCLEAR
3.	Do people in this setting receive instruction on activities and skills that are useful and meaningful to their daily lives?	YES	NO	UNCLEAR
4.	Is the instruction that people receive individualized to meet individual needs?	YES	NO	UNCLEAR
5.	Are peoples' personal preferences taken into account when determining the activities and tasks in which they participate and receive training?	YES	NO	UNCLEAR

SECTION 4:   SCHEDULING AND PREDICTABILITY

1.	Is there a system or strategy used to identify what people in this setting would be doing and when?	YES	NO	UNCLEAR
2.	Is there a means to determine whether the things that should be occurring actually do occur?	YES	NO	UNCLEAR
3.	Do people in this setting have a way of knowing and predicting what they will be doing and when?	YES	NO	UNCLEAR
4.	Do staff prepare people in this setting in advance for changes in typical schedules or routines?	YES	NO	UNCLEAR
5.	Do people in this setting have opportunities to exercise choice in terms of what they will do, when, with whom & what rewards they will receive?	YES	NO	UNCLEAR

SECTION 5: COMMUNICATION

1. Do people in this setting have "acceptable" means to communicate basic messages (e.g., requests, refusals, need for attention) to staff or others in the setting?

    YES   NO   UNCLEAR

2. Do staff promote and reward communication?

    YES   NO   UNCLEAR

3. Do staff have "acceptable" means to communicate basic messages to the people in this setting?

    YES   NO   UNCLEAR

How might this affect the behavior of people who live or work there?

What did you find out about the social setting you looked at?

Were there any problem areas that you noted?

How might this affect the behavior of people who live or work there?

What did you find out about the activities and instruction you looked at?

Were there any problem areas that you noted?

How might this affect the behavior of people who live or work there?

What did you find out about scheduling and predictability?

Were there any problem areas that you noted?

How might this affect the behavior of people who live or work there?

How about communication?

Your Presentation Notes

Were there any problem areas that you noted?

How might this affect the behavior of people who live or work there?

As you can see from this brief activity, the environment can indeed influence someone's behavior.

Key Words
Do
Show overhead #2

Say
Let's look at the key words for today. (Refer to page number in resource guide.)

They are:

- Choice
- Antecedent (Before)
- Behavior (During)
- Consequence (After)
- Replacement Behavior
- Positive Reinforcement
- Communication

Your Presentation Notes

Key Words

- Choice
- Antecedent (Before)
- Behavior (During)
- Consequence (After)
- Replacement Behavior
- Positive Reinforcement
- Communication
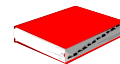
Session #6, Overhead 2

Review Questions

Do

Show overheads #3 and #4

Say

And the review questions for today are:

- What is the basic strategy you would use with someone with a challenging behavior?

- What are some of the reasons why challenging behaviors occur?

- What are some of the things that influence behavior?

- What is the most accurate thing you can say when you observe a challenging behavior?

- What kinds of things can lead to challenging behaviors?

- Where are the best places and people to model appropriate behaviors?

- What can you do to find out more about a challenging behavior?

- Who should participate in looking at positive behavior support plans?

Say

We're going to start off this class session with an activity.

Your Presentation Notes

In-Class Review

- What's the strategy for challenging behaviors?
- Why do they occur?
- What are things that influence behavior?
- What can we say about a challenging behavior?

Session #6, Overhead 3

In-Class Review, continued

- What can lead to a challenging behavior?
- Where/whom are best to model behaviors?
- How can you find out more about behavior?
- How can you evaluate a support plan?

Session #6, Overhead 4

Quality of Life Activity

Preparation

The purpose of this activity is to identify things that we believe are important to the quality of our life at home, work, play and in the community and then compare them to the same areas in the lives of one or more of the individuals we support. Before this session begins, prepare four pieces of flip chart paper by placing one of the following headings at the top of each sheet: *"What I value about My Home"; "What Community Resources I enjoy"; " What I value about my Job/Work"; "What types of Recreation I enjoy/Things I do in my Free-time".*

Ask

Participants to take a "mental break" from our discussions and take a moment to think about our own lives.

Say

Look at the first Activity: My Life Quality in your resource guide (hold up guide and refer to the page number) and focus on the first section ("My Home").

Write a list of 3 to 5 things that indicate what you value about your HOME. (Examples: I live close to my job; with my family, spouse, friends, or alone; privacy, my stuff, safe, good neighbors, good view, etc.).

Your Presentation Notes

Activity:
My Life Quality

My Home

Community

Allow the participants 2 – 3 minutes to do this. Observe to ensure that each participant has listed something.

Do

Use the same process for the remaining three domains, allowing 1 – 2 minutes for each section to be completed.

Do

When all four areas have been completed, refer to your labeled flip chart pages (which can be placed on a table or desk for writing convenience)

Start with the first area (My Home), and call on the first four or five participants one by one to read their list while you record their answers on the flip chart. After you have recorded their answers, ask the remainder of the group to add any of their items that haven't been previously recorded. Move on to the second area and ask the next four or five participants for their answers, and so on, for all four areas. Try to get each participant to contribute at least one item to the exercise.

Do

When the information in all four areas has been recorded, post each flip chart so they are visible to the participants.

Your Presentation Notes

Review

The answers for each area with the group by asking them the following:

Say

You have developed a list of quality indicators of what we value in OUR lives. HOW ARE THESE THINGS THAT WE VALUE REFLECTED IN THE LIVES OF THE PEOPLE WE SUPPORT?"

Ask

Participants to think about the lifestyle of at least one of the people with developmental disabilities with whom they work.

Say and Do

Go down the list on each flip chart area and ask participants how each value listed is reflected in the lives of the person(s) they support. Put a check next to the items that are the same in your life as they are in the person you are thinking about

Put a line through those items that are NOT the same for you as the person you support.

Put a question mark (?) next to the items where the answer is "maybe", or "sometimes" the same in the life of the person you support.

Ask

How are your values similar to those in the

Your Presentation Notes

lives of people you support? How are they different?

Say

It's important to remember that Quality of Life issues are among the most important things which influence behavior.   If someone's life quality isn't what it could be, it can affect behavior. These are often things that we can do something about, like privacy, honoring preferences, increasing social activities, etc.

We're going to be talking about how we can support people with behavior challenges in a positive way, but first let's talk about the history of behavior support

A Brief History

Do
Show overhead #5

Say

We thought that the activities people engaged in and the places they lived, worked and played in didn't have anything to do with their behavior.

We didn't think that these things were very important. We thought that all we needed to do was to be consistent with our behavior

Your Presentation Notes

Some History

● **In the past:**
  • **Activities not related to behavior**
  • **Relied on rewards and punishment**
● **"Your behaviors and skills have to improve first, <u>before</u> you can do these things"**

Session #6, Overhead 5

plans by providing the same consequence every time. We didn't really pay much attention to people's "Quality of Life": the environments in which they lived, worked and played, what activities they engaged in and with whom they spend time.   We now know that these things have a great deal to do with people's behavior.

For example: When we put kids that can't talk very well into a class with other kids that can't talk, they learn better "not to talk." When we put kids with challenging behaviors into a class with other kids who also have challenging behaviors, what do you think that they learn? (More challenging behaviors!) When we put kids with autism in classes with other kids with autism, they learn how to act more autistic, and so on.

Every person who can breathe, can imitate and learn behavior from the other people they are around.

Behavior plans relied almost entirely on consequences; like rewards and punishment. Our support plans told us what to do AFTER the behavior happened. We weren't taught to try and figure out <u>why</u> a behavior occurred; only whether to reward it or to punish it.   Behavior support plans used to sound like this: "When Carlos sits quietly, staff will reinforce him by praising him",

Your Presentation Notes

Some History

- <u>In the past:</u>
  - Activities not related to behavior
  - Relied on rewards and punishment
- "Your behaviors and skills have to improve first, <u>before</u> you can do these things"

Session #6, Overhead 5

and: "When Carlos whines, staff will ignore him, or tell him to go to his room". We didn't used to think that **why** Carlos whined was important.

Now, we try to understand WHY Carlos is whining and teach him another way (a new skill) to get his needs met as an alternative to "whining".

We made people with disabilities "earn" the right to go to a regular school, have a real job, and to live in their own home. We told people with severe disabilities and their families, "Your behaviors and skills have to improve first, <u>before</u> you can do these things".

Research has shown that people's behaviors are better when we provide the best environmental matches (regular education classrooms, real work settings, etc.) and then identify and provide the supports necessary for the persons success. When we place people in segregated environments (with other people with severe disabilities) where they have no appropriate behavioral models to learn from, their behaviors are less likely to improve. People have different behavioral motivations in different environments. We have found that it is normal to act "retarded" in an environment where the majority of people in that environment have severe

Your Presentation Notes

Some History

● <u>In the past:</u>
  • Activities not related to behavior
  • Relied on rewards and punishment
● "Your behaviors and skills have to improve first, <u>before</u> you can do these things"

Session #6, Overhead 5

disabilities (because the majority of people in that environment act that way).

Do
Show overheads #6

Say
We've learned a lot about Positive Behavior Support over the past few years

First, **environments** have a lot to do with behavioral, <u>social</u> and <u>communication</u> development. <u>What</u> people are doing, <u>where</u>, and <u>with whom</u> they spend time have a lot to do with their behavior.

ALL behavior has a COMMUNICATIVE purpose.   ALL behavior is communication. By "listening" to what the behavior is saying, we can discover the reason why the behavior is happening.

Behaviors don't happen without reason and behaviors don't happen just to make us mad. Behaviors are communication strategies that people use to express their wants, needs and feelings, and to get their needs met.   It becomes our job, as professionals, to be detectives and try to figure out WHAT the persons behavior is communicating, or saying to us. WHY is the person behaving that way? We should be able to predict when, where and with whom the behaviors are most and

Your Presentation Notes

What We Have Learned

- <u>**What**</u> **people are doing,** <u>**where,**</u> **and** <u>**with whom**</u> **are important**
- **All behavior is communication**
- **Behaviors are strategies used to get needs met**
- **Identify "triggers" that set off behavior**

Session #6, Overhead 6

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least likely to occur when we start looking closely at these areas.

Behaviors are strategies people use to get their needs met.   Part of our job is to figure out which social/communicative behaviors currently "work" best for the person. People use the strategies they have learned over time that work best for them. To illustrate this concept, try to use an example like this:

Do
Choose 2 participants, at least one of whom has fairly long hair and enact the following scenario:

Describe yourself as a person with a developmental disability, who doesn't talk very well, who is working on a job or chore with another person who has a disability (the person with long hair).

The remaining participant will be your Direct Support Professional (DSP). Stand close to the person with long hair and say

"I have trouble communicating my need for help or assistance, so when I really need help from my support staff, I just pull on (the name of the person next to you with long hair)'s hair until they scream. When they

Your Presentation Notes

scream, the DSP rushes over to help me out within 5 seconds every time. She/he helps me by separating us, calming me down and then asking me if I need help. This makes me feel better once my needs have been addressed. However, after about a week or so of me doing this behavior, the DSP starts to figure out that I seem to be doing this (pulling hair) in order to get their help and attention. The DSP wants me to communicate in another way instead of pulling hair. The DSP decides to help by giving me a NEW strategy to get help and attention to replace the hair pulling. The DSP knows that I don't talk very well, so they teach me to "raise my hand" when I need help or assistance. For about a week after they teach me this alternative response, it works. I raise my hand and the DSP comes over to help me within 5 seconds every time. After a couple of weeks, however, I learn that sometimes when I raise my hand the DSP has their back turned away from me and can't see me, or they tell me to "wait a minute".

So, I'm still working next to (the person with long hair) and I need help, so I raise my hand.

START COUNTING OUT LOUD WITH YOUR HAND IN THE AIR, "ONE SECOND, TWO SECONDS, THREE

Your Presentation Notes

SECONDS, FOUR SECONDS…" THEN LOOK DOWN AT THE PARTICIPANT WITH LONG HAIR AND SAY "THEN I YANK ON HIS/HER HAIR."

At this point

Ask

The rest of the participants:

From the learners perspective, which behavior works best? (pulling hair or raising their hand).

The best strategy is the one that works the best. IT BECOMES OUR JOB TO HELP IDENTIFY AND TEACH THE PERSON A NEW, ALTERNATIVE STRATEGY **THAT WORKS JUST AS WELL AS THE CHALLENGING BEHAVIOR**, otherwise they will have little motivation to "give up" the challenging behavior they are using.

We should try to **"Smooth the fit"** between a person and his or her environment by identifying "triggers" in the environment that set the behavior off, and then removing those "triggers" as much as possible. We also need to identify each persons learning style. Does the person learn best by what they hear (auditory); by what they see (visual); or by actually doing the activity (kinesthetic/motor).

Your Presentation Notes

Your Presentation Notes

Ask

Participants to identify some of the "triggers" in the lives of the people they support (examples are usually things, demands or people that "set them off" or trigger the target behavior to occur.

To help explain individual learning styles and learning "modalities", ask participants to think about their learning styles.

Do

Show overhead #7

Ask

How many think that they are better "auditory learners" (who learn best by what they hear, such as a straight lecture in a college class. Then ask how many think they are better "visual learners" (who learn best by what they see).

Finally, how many believe that they are better "kinesthetic-motor learners" who learn best by actually DOING. It is often common to have strengths in more than one area as well; for example, individuals with autism often tend to be better "visual-motor" learners who learn best by both seeing and doing.

Say

You notice that very few people identified themselves to be best at *auditory learning*.

What We Have Learned, continued

- ● **Identify learning styles**
  - • **what we hear (auditory); by what we see (visual); or by actually doing the activity (kinesthetic/motor)**
- ● **Focus on TEACHING replacement behaviors and skills, instead of trying to "get rid of challenging behaviors"**

Session #6, Overhead 7

Yet, how do we, as DSPs, tend to give feedback and instructions to the people we support?

Pause
Do
Help participants to correctly identify *verbally*.

Say
Remember, that as teachers and DSP's, we most often tend to give information to the people we support verbally (by talking, giving verbal requests, etc.), when that may not be the best way that they learn new information.

We should focus on TEACHING replacement behaviors and skills as an alternative to a challenging behavior, instead of trying to "get rid of the challenging behaviors". We must get into the habit of thinking about what we want to teach people to do INSTEAD of the challenging behavior, instead of simply trying to eliminate it. When we try to get rid of problem behaviors without addressing what need that behavior is serving, the person will generally come up with a new behavior to take its place, and often times the new behavior is just as bad or worse than the old one. When we teach people replacement skills that are more socially appropriate and that still "work" for the person to get their needs met,

Your Presentation Notes

What We Have Learned, continued

● **Identify learning styles**
  • what we hear (auditory); by what we see (visual); or by actually doing the activity (kinesthetic/motor)
● **Focus on TEACHING replacement behaviors and skills, instead of trying to "get rid of challenging behaviors"**

Session #6, Overhead 7

the need to use the old, "challenging" behavior no longer exists.

Replacement skills can include communication & social skills, recreation & leisure skills, coping strategies & relaxation skills, etc. Our goals should focus on teaching new skills, especially skills that serve the same purpose as the challenging behavior.

Important Issues

Do
Show overhead #8

Say
Participation Are there opportunities for participation (even if only partially) in a variety of community and social activities? Emphasize that the people we support should not be excluded from activities simply because they lack certain skills to be able to participate in the entire activity; we should promote opportunities to participate, even if only partially, in a variety of typical activities in a variety of places with a variety of people. Improved participation can help introduce people to new activities as well as lead to improved behavioral development.

Your Presentation Notes

Important Issues

- Participation
- Friendship
- Relationships
- Interdependence
- Independence
- Meaningful activities
- Motivation
- Choice
- Respect

Mesaros & Shepard, revised 1999

Session #6, Overhead 8

Friendship How many friends does the person have? Are there lots of opportunities to interact with and meet people (including people without disabilities who are not staff)? It is very exciting that (finally) researchers in the field are recognizing how important friendships are in the lives of the people we support. Are we providing opportunities for the people we support to meet and spend time with a variety of people other than family members, staff, or other people with severe disabilities?

Relationships What opportunities do people have to be "givers" in a relationship? How are people recognized for their individual gifts and talents? Whenever we define our relationships with people by saying "I'm staff, and you're the client", we are in effect saying that "I'm up here, you're down there", and "I've got something that you need".

This type of relationship doesn't allow us to recognize people's unique gifts, talents and competencies. Ways that people can be givers can include supporting them to develop careers (by engaging in paid or volunteer work), recognizing times and situations where they support you, etc.

Interdependence How are we supporting people to get connected within their communities? What types of natural supports exist in people's lives?

Your Presentation Notes

Important Issues

- Participation
- Friendship
- Relationships
- Interdependence
- Independence
- Meaningful activities
- Motivation
- Choice
- Respect

Mesaros & Shepard, revised 1999

Session #6, Overhead 8

How are we assisting people to get connected within their communities (YMCA's, community colleges, support groups, social groups, gyms, sports leagues, churches & temples, etc.)

Independence What skills are people learning; are they able to have some personal privacy, especially at home?

Meaningful activities Are people provided with purposeful activities in meaningful (real) situations?   We shouldn't be asking people to do "busy work" that has no real reason or purpose.

Giving people tasks like sorting colored chips, putting together nuts & bolts, or putting pegs in a peg board don't have any meaning or value. Alternatives can include sorting colored socks & other laundry items, teaching people to use a vending machine, shopping for food items and preparing meals, etc.

Motivation Are the activities people engage in motivating & interesting to them? Are we "catching" people when they are doing well at something? Are we giving feedback when we see positive behaviors?

Choice How much choice do people have throughout their lives? Do people have choices from **preferred options** that they understand? Do people have choice about

Your Presentation Notes

Important Issues

- Participation
- Friendship
- Relationships
- Interdependence
- Independence
- Meaningful activities
- Motivation
- Choice
- Respect

Mesaros & Shepard, revised 1999

Session #6, Overhead 8

when they perform necessary activities (like chores, laundry, etc.). How much are people involved in planning their days, evenings & weekends? How do people communicate their choices, and how are their choices respected?

Respect How are people's routines and choices respected? How well do we listen to the people we support? Do people feel like they are living in their own homes or in a facility that is programmed and planned by us?

Say

After the break, we'll start talking about other ways to look at behaviors as well as the things that happen during and after a behavior.

Do
Show overhead #9

Say

First, let spend a few minutes talking about the A – B – C 's of behavior. Here is a simple tool that help's us to be aware of patterns in behavior(s) over time. It's called an A – B – C sheet.

The "A" section stands for Antecedents, or what happens right BEFORE the behavior happens. This is where you would write

Your Presentation Notes

Important Issues

- Participation
- Friendship
- Relationships
- Interdependence
- Independence
- Meaningful activities
- Motivation
- Choice
- Respect

Mesaros & Shepard, revised 1999

Session #6, Overhead 8

ANTECEDENT	BEHAVIOR	CONSEQUENCE
What happens BEFORE the behavior	*What happened DURING the situation*	*What happened AFTER the behavior*
Time of day, location or environment, who was around, what was happening, task or activity, etc.	*Describe the behavior*	*What was the response from people or the environment; what did others say or do; other consequences*

Session #6, Overhead 9

things like time of day, the place it happened, what people are around, the activity going on (what the person was doing at the time) and any other things that you noticed which may have "triggered" the behavior.

The "B" section stands for the Behavior . In this section, write down what happened DURING the behavior.

The "C" section stands for Consequences, or what happened AFTER the behavior. Here is where you should record how people (staff & peers) responded/what people did after the behavior, and any other consequences or outcomes that came after the behavior.

Recording this information on an "A-B-C" sheet of paper like this will help you to find patterns in antecedents & consequences which will help you to better understand WHY the behavior happens. When we look at antecedents, we can find out when behaviors are more and less likely to occur, where behaviors are more and less likely to occur, with whom behaviors are more and less likely to occur and during which activities behaviors are more and less likely to occur. One of the basic principles of behavior is that when a behavior occurs on a regular basis, it is being reinforced by either getting something the person wants (like attention, a preferred activity or tangible thing like food,

Your Presentation Notes

ANTECEDENT	BEHAVIOR	CONSEQUENCE
What happens BEFORE the behavior	*What happened DURING the situation*	*What happened AFTER the behavior*
Time of day, location or environment, who was around, what was happening, task or activity, etc.	Describe the behavior	What was the response from people or the environment; what did others say or do; other consequences

Session #6, Overhead 9

money, etc.), or avoiding something (like an activity/person/ thing/place that the person doesn't like). When we look at the consequences, we can hopefully find out what is maintaining, or reinforcing the persons behavior over time, (what is the person consistently getting or avoiding?)

This is one of the most helpful tools we can use to understand why behavior(s) are happening.

It's is a good way to identify patterns in behavior. This A-B-C worksheet focuses on antecedents and consequences to the behavior over time.

This tool should be one of the first ones to be used when we are faced with a challenging behavior.

Say
Now, let's talk about the things that can happen before a behavior and that will influence it. These are called antecedents.

Do
Show overhead #10 and #11

Say
Antecedent situations occurring **before** the behavior include:

Your Presentation Notes

ANTECEDENT	BEHAVIOR	CONSEQUENCE
What happens BEFORE the behavior	*What happened DURING the situation*	*What happened AFTER the behavior*
Time of day, location or environment, who was around, what was happening, task or activity, etc.	*Describe the behavior*	*What was the response from people or the environment; what did others say or do; other consequences*

Session #6, Overhead 9

Things that Influence Behavior

Antecendents (before)
• **Personal expectations**
• **Expectations of others**
• **Nature of materials**
• **Nature of activity**
• **Instructions given**
• **Other people present**
• **Behavior of others**

Session #6, Overhead 10

Personal expectations are the expectations the person has about the environment, what will be happening to him/her and how predictable these events are, for example, when are meals usually served.

Expectations of others concerning the person; what others assume they can or can't do. For example, I know if we try to go to an action movie, Jack will throw a fit. People often live up, or DOWN to the expectations that others have of them. If we expect a person to display behavior challenges, they probably will!

Nature of materials that are available to the person. What is their reinforcement value, are they meaningful, for example, someone likes rock and roll music, but only country western is available.

Nature of the activity in which the person is engaged. How difficult is the activity for the individual? Is it something that the person likes or prefers? Is the activity functional and age appropriate?

Nature of the instructions given to the individual refers to how clear and simply are instructions given; are they given verbally, visually (pictures, written cues, modeling, showing the student, etc.), through signed information, or other?

Your Presentation Notes

Things that Influence Behavior

Antecendents (before)
- Personal expectations
- Expectations of others
- Nature of materials
- Nature of activity
- Instructions given
- Other people present
- Behavior of others

Session #6, Overhead 10

Number of people present in the environment?

Behavior of other people present can have a big influence on behavior, both good & bad.

Environmental pollutants include noise, crowding, temperatures, lighting, etc.

Time of day when behaviors occur or when they don't occur; you can use a "Scatter Plot" to help find patterns in behaviors (e.g., when are behaviors most and least likely to occur?). We'll talk more about this in a minute.

Person's physiological state such things as hunger, medication, seizures, pain, medical issues, lack of sleep, etc.

Length of activity is the amount of time it takes to complete an activity (especially an activity the person doesn't like) can have a big influence on behavior. Sometimes, breaking down an activity into smaller parts can help.

Sudden change in routine can act as a "trigger" for behaviors to occur.

Predictability means that person has a way of knowing what they will be doing, and when, and with whom.

Your Presentation Notes

More Things that Influence Behavior

Antecendents (before)
- **Environmental pollutants**
- **Time of day**
- **Physiological state**
- **Length of activity**
- **Sudden changes in routine**
- **Predictability**

Session #6, Overhead 11

Say

Throughout the session, we will be talking about some ways to look at behavior.

Let's start with one called the Scatter Plot. It might sound technical, but it's really quite easy.

Do

Show overhead #12

Say

The Scatter Plot is a simple, easy to use tool that takes very little time and effort to complete. It was developed by Dr. Paul Tochette from U.C. Irvine.

You might want to look at the copy in your resource guide (refer to page number).

It has squares representing 30 minute intervals from 6 am through 10 p.m. for an entire month.

You ask the person(s) recording the data to place an "X" in the square that corresponds to the time and date when a behavior occurs.

After the data has been recorded for three to four weeks, you can use the scatter plot to identify patterns in behavior over time.
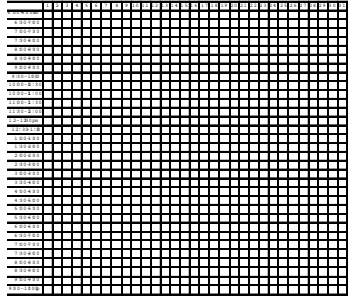
Your Presentation Notes

Scatter Plot

Name:_____ Month/year:_____

Behavior Definition:_____

☐ Behavior did NØ occur ☒ Behavior DID occur ▨ Behavior occured 3x or moe

Session #6, Overhead 12

What you want to do is identify when the behavior is MORE LIKELY to occur, and then match those times and days to the activities, environments, task demands, people and other events that may be "triggering" the behavior to occur.

It is also important to look for times when the behavior is LEAST LIKELY to occur, so you can find out what things are "working" in the persons life.

Some behaviors that a Scatter Plot has been useful with include: tantrums, toileting accidents, times someone rips clothes, breaks things, or hits things, and so on.

The Scatter Plot is not as useful with very high frequency behaviors. For example, any behavior which occurs an average of 10 or more times an hour.

Do
Show overhead #13

Say
Let's look at a scatter plot about Dennis (refer to the page number in the resource guide)

The behavior is taking clothes off in public.

This data was not collected on the weekends, which is why there are no "X's" in the two

Your Presentation Notes

Session #6, Overhead 12

Session #6, Overhead 13

Scatter Plot

Name: Dennis Bockman   **Month/year:** 3/99

Behavior Definition: Taking clothes off in public

☐ **Behavior did NOT occur**   ☐ **Behavior DID occur**   ▨ **Behavior occurred 3x or more**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	17	28	29	30	31
6:00-6:30am																															
6:30-7:00																															
7:00-7:30																															
7:30-8:00																															
8:00-8:30			X	X	X				X		X	X			X		X	X	X			X		X						X	X
8:30-9:00	X	X	X	X	X			X	X			X			X		X	X	X			X	X		X	X				X	X
9:00-9:30			X	X	X			X	X	X	X	X			X	X	X		X			X	X	X	X	X			X	X	
9:30-10:00					X							X																		X	
10:00-10:30																															
10:30-11:00																			X				X								
11:00-11:30		X			X				X								X		X							X			X	X	
11:30-12:00		X										X			X							X	X			X				X	
12:00-12:30					X				X		X	X					X		X					X	X					X	X
12:30-1:00			X		X					X		X			X		X					X	X			X					
1:00-1:30			X																										X		
1:30-2:00					X				X		X	X			X				X				X			X					
2:00-2:30					X													X	X							X				X	X
2:30-3:00		X										X				X			X			X				X				X	
3:00-3:30					X							X							X							X			X		
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9:30-10:00pm																															

day spots representing Saturdays & Sundays.

Your Presentation Notes

Ask

After looking at this scatter plot for a few minutes, what questions would they ask of the staff who are supporting "Dennis?"

Discuss

Some patterns they should be able to identify:

Behaviors happen most often between 8 a.m. and 9:30 a.m. What is happening during those times?

Behaviors happen least often (not at all), between 9:30 a.m. and 11:00 a.m. What is WORKING during these times?

There also seems to be a pattern of higher likelihood for the behavior on every fifth day (Friday's). What questions would you ask? Spend about 5 minutes on this discussion.

Say

Again, you can see how so many different things can influence behavior and how we might be able to support people in learning better ways of communicating by changing environmental "trigger." We'll talk more about that after the break

BREAK for 15 minutes

Scatter Plot

Name: Dennis Bockman   Month/year: 3/99

Behavior Definition: Taking clothes off in public

☐ Behavior did NO occur ☒ Behavior DID occur ■ Behavior occured 3x or more

Session #6, Overhead 13

The A-B-Cs

Your Presentation Notes

Say

We're going to start off this half of the class with an activity.

Do

Split up the group of participants into small teams of two to four persons.

Ask

Each team to read the A-B-C scenario for either Annette or Franco (split the teams so that half are working on one and half on the other).

Ask each team to identify and record the behaviors one at a time, and the antecedent and consequence events that occurred before and after each behavior using the A-B-C worksheet in their resource guide. Remind participants that the A-B-C tool is meant to help identify **patterns** in both antecedent and consequence events surrounding a particular behavior.

Ask each team to answer the questions provided at the bottom of their scenarios after completing the A-B-C.

Tell the members of each group that they are now high paid behavior consultants making $100 per hour and that their job is to answer

the questions as a group and present their "high priced" support strategies to the support team that assists Francis and Annette.

Do
Circulate around the room to see how the teams are doing and see that they are on the right track.

Give them about 10 to 15 minutes to work on this.

Ask
Each team to report back to the large group.

Focus on one scenario at a time

Ask for one example of an antecedent, behavior and consequence from each team

After getting an A-B-C example from each team on one scenario, ask them to share their answers to the questions.
Be sure to allow each team to participate (for example; have one team answer the first question, then switch teams for the next question).

Follow the same procedure for the other scenario

Try to keep this sharing at 10 to 15 minutes maximum.

Your Presentation Notes

Activity: A-B-C Scenario #1

Directions: After you have broken into groups, read the following observations of Annette. When you are finished reading, use the A-B-C list on the following page to describe what you read. In the **Antecedent** section, write down the antecedent events which happened **before** (that preceded) Annette's behavior. In the **Behavior** section, write down Annette's actual **behavior** (what did she say or do?). In the **Consequence** section, write down the consequences which happened **after** the behaviors occurred (what did other people say or do?).

Annette

Father is late for work and he is rushing Annette to her bus which takes her to her day program. Annette says, "Nobody likes Annette." Her father stops and says, "Of course we like you; you're a good girl", and kisses Annette on the cheek as she gets on the bus.

Annette and some of her classmates go to the grocery store with a staff person. Annette has finished her shopping and approaches the staff person. She tells Annette, "Go look at some magazines until everyone else is finished shopping." Annette replies, "Everyone hates Annette; she's no good." The staff member says, "Stop it, Annette, or you'll have to go to the van." Annette continues to say negative statements about herself and the staff member ignores her.

Annette is sitting with some other students at school in the cafeteria. All the students are talking with each other for several minutes except for Annette. All of a sudden, Annette says, "Annette's bad."   One of the students says, "It's okay, Annette, you're all right"; while another student says, "Just ignore her. She's always saying stuff like that."

Questions to discuss:
1. What are some **antecedent** patterns you noticed? What are some **consequence** patterns you noticed?

2. What are some consequences that may be maintaining her behavior?

3. What do you think Annette is getting or avoiding through her behavior?

4. Using a positive approach, what strategies would you suggest to her support team?

ANTECEDENT

*What happens **BEFORE** the behavior*

Time of day, location or environment, who was around, what was happening, task or activity, etc.

BEHAVIOR

*What happened **DURING** the situation*

Describe the behavior

CONSEQUENCE

*What happened **AFTER** the behavior*

What was the response from people or the environment; what did others say or do; other consequences

Activity: A-B-C Scenario #2

Directions: After you have broken into groups, read the following observations of Franco. When you are finished reading, use the A-B-C list on the following page to describe what you read. In the **Antecedent** section, write down the antecedent events which happened **before** (that preceded) Franco's behavior. In the **Behavior** section, write down Franco's actual **behavior** (what did he say or do?). In the **Consequence** section, write down the consequences which happened **after** the behaviors occurred (what did other people say or do?).

Franco
Franco is at home helping with dinner.   His DSP asks him to stir the stew in the kitchen. Franco picks up the ladle and stirs three times in a circular motion and then stops. The DSP comes back in the kitchen and says again, "Franco, stir the stew." Franco whines and stirs three more circular motions before stopping. The DSP looks up and says, "Franco, I told you to keep stirring!" Franco responds by hitting himself repeatedly in the face. The DSP tells Franco to go to his room. Franco stops hitting himself and goes to his room.

Questions for your team to discuss:
1. What are some **antecedent** patterns you noticed? What are some **consequence** patterns you noticed?

2. Why do you think Franco behaved in this way?

3. What could Franco's behaviors of whining and then hitting himself be communicating?

4. What are some suggestions you would make to the DSP and the support team assisting Franco? What could they do differently when attempting to encourage Franco to participate in similar tasks?

ANTECEDENT	**BEHAVIOR**	**CONSEQUENCE**
*What happens **BEFORE** the behavior* Time of day, location or environment, who was around, what was happening, task or activity, etc.	*What happened **DURING** the situation* Describe the behavior	*What happened **AFTER** the behavior* What was the response from people or the environment; what did others say or do; other consequences

When you are reviewing the answers to the questions, try to solicit the following information:

Annette: Her "negative self-statements" may be a way of saying "I want to be included", or "I want to be noticed and participate". We do NOT want to ignore her communication. We want to support ideas for replacement communication skills and strategies to teach Annette to use as an appropriate alternative to the negative self-statements. We want to remind the participants that indeed, the behavior is attention seeking, but we want to give her a new, more appropriate way to get attention, and not simply ignore her attempts to communicate.

Franco: Franco's whining and escalation to hitting himself may be his attempts of saying "I don't understand what you want me to do", or "I'm frustrated with this". In fact, from Franco's perspective, he has actually done what he was requested to do (stirring), and doesn't understand that the stew may burn if not CONTINUALLY stirred. We want to give Franco a new way to communicate his frustration. Perhaps by asking, signing, or pointing to a picture to indicate that he wants a "break" from this activity. As DSP's, we also need to identify Franco's learning style and his signs for "help" better, so we can avoid further escalation.

Your Presentation Notes

Say

We've talked about several ways to look at behavior, let's talk about all of the information you would need to develop a positive behavior support plan

Do

Show overhead #14

Information you would need to collect in order to develop a plan would be:

1. First, identify "Quality of Life" areas which may be lacking and contributing to behavior challenges. Figure out how to improve these areas in the persons life (examples.: adding more opportunities for choice & variety, suggesting meaningful activities based on preferences, using a more person centered planning process, etc.).

2. Identify and define the challenging behavior(s) by determining the frequency and duration or intensity of the behavior. You can use a scatter plot to look at how long the behavior lasts and when it occurs.

3. Identify the antecedents (behavioral "triggers" and other factors) that are present immediately BEFORE the challenging behavior occurs), including

Your Presentation Notes

Developing a Plan

It is important to identify:
- Quality of Life issues
- Challenging behavior(s)
- Antecedents
- Other events
- Consequences
- Learning characteristics
- Possible reasons
- Replacement behaviors or skills

Session #6, Overhead 14

medical variables, activity, environment, people present, time of day, etc. You can use the A-B-C observation data, the scatter plot, or the positive behavior support worksheet questions which we will be talking about in a few minutes.

4. Identify other events including medical variables, activity, environment, people present, time of day, etc., that may be influencing behavior. Again, the **A**-**B**-**C** observation data, Scatter Plot, and worksheet can help.

5. Identify the consequences that happen AFTER the behavior which may be reinforcing (maintaining) the challenging behavior(s). Remember, the reason that "challenging" behavior exists, is because it is being reinforced by something. We want to find out what people are "getting or avoiding" through their challenging behaviors and give them a more appropriate strategy or skill to use that will still allow them to get their needs met.

6. Identify "learning characteristics" of the person, so we know how the person learns best. We need to match our teaching style to match the persons learning style when we teach new skills and replacement behaviors.

Your Presentation Notes

Developing a Plan

It is important to identify:
- **Quality of Life issues**
- **Challenging behavior(s)**
- **Antecedents**
- **Other events**
- **Consequences**
- **Learning characteristics**
- **Possible reasons**
- **Replacement behaviors or skills**

Session #6, Overhead 14

Here, we are looking at teaching to people's strengths. If a person learns best by what they see, then we should maximize our use of gestures, modeling and visual cues like pictures and objects. If a person learns best by actually "doing" an activity, we want to promote opportunities for participation in healthy routines to help the person acquire new skills and behaviors to replace the challenging routines and behaviors.

7. Identify possible reasons for the problem behavior. What is the person getting or avoiding through their behavior? Review your assessment information and the results from a Motivation Assessment Scale (which we will look out later) to help you develop a hypothesis or "best guess" as to WHY the behavior is happening and WHAT the behavior is saying). Is it related to medical issues like pain, allergies, hunger, etc., or is the behavior a communication of frustration or energy release?

8. Identify REPLACEMENT behaviors or skills:

   a) That allow the person to get their needs met in a more socially appropriate way, and

Your Presentation Notes

b) That will "work" just as well as the challenging behavior.

Do

Show overheads #15 and #16

Say

The Positive Behavior Support Worksheet (refer to page number in the resource guide) is a good way to develop a plan after you have collected the information you need through observation using the scatter plot and the A-B-C worksheet.

As you can see, it provides you with an outline of the information needed to develop a plan

Briefly review some of the major elements of the plan.

Behavioral Motivation

Preparation

This is a warm-up activity for talking about the Motivation Assessment Scale. We want the participants to recognize that it is important to validate the persons "need" that is being met through the behavior they are using. The needs people have (to escape, get social attention, get tangible consequences,

Your Presentation Notes

Positive Behavior Support – Simple Worksheet
(Scott Shepard; Adapted from Research & Training Center)

1. Provide a brief description of the focus person, their living situation, school or work situation and typical community involvement.

2. Describe the problem issue(s) and/or challenging behavior(s) in measurable terms. Include data on the frequency & intensity (how often & how long does it happen).

3. Describe assessment tools that were used to document the frequency and intensity of the challenging behavior across different environments. (Scatter plot, A-B-C, Motivation Assessment Scale, Functional Analysis Data Summary, etc.).

4. List the patterns in the BEFORE (Antecedent) and **AFTER** (Consequence) conditions that were identified by the team through your assessments. (**When** is behavior most & least likely to occur; **Where** is behavior most & least likely to occur; **With Whom** is the behavior most & least likely to occur; during **What activities** is behavior most & least likely to occur; what **Consequences** are reinforcing or maintaining the challenging behavior?)

When most likely: _____

When least likely: _____

Where most likely: _____

Where least likely: _____

With whom most likely: _____

With whom least likely: _____

What activities most likely: _____

What activities least likely: _____

Consequences maintaining behavior: _____

_____

Medical/medication influences: _____

Session #6, Overhead 15

5. Give your hypothesis of the function(s) of the challenging behavior(s).

Hypothesis:

How was the hypothesis tested/supported:

Support Strategies

6. What **replacement** behaviors/skills did you identify to **TEACH** as positive alternatives to replace the challenging behavior?

Communication Skills:

Social Skills & assertiveness skills:

Coping strategies & relaxation skills:

Other replacement behaviors/skills:

7. Antecedent change strategies:

8. Consequence manipulations:

9. QUALITY OF LIFE/LIFE ENHANCEMENT Changes:

10. What are your future hopes & dreams for the individual?

11. What are existing "barriers" that you need assistance with?

What are the next steps in supporting this person???

Session #6, Overhead 16

Positive Behavior Support – Simple Worksheet
(Scott Shepard; Adapted from Research & Training Center)

1. Provide a brief description of the focus person, their living situation, school or work situation and typical community involvement.

2. Describe the problem issue(s) and/or challenging behavior(s) in measurable terms. Include data on the frequency & intensity (how often & how long does it happen).

3. Describe assessment tools that were used to document the frequency and intensity of the challenging behavior across different environments. (Scatter plot, A-B-C, Motivation Assessment Scale, Functional Analysis Data Summary, etc.).

4. List the patterns in the **BEFORE** (Antecedent) and **AFTER** (Consequence) conditions that were identified by the team through your assessments. (**When** is behavior most & least likely to occur; **Where** is behavior most & least likely to occur; **With Whom** is the behavior most & least likely to occur; during **What activities** is behavior most & least likely to occur; what **Consequences** are reinforcing or maintaining the challenging behavior?)

When most likely: _____

When least likely: _____

Where most likely:_____

Where least likely: _____

With whom most likely: _____

With whom least likely: _____

What activities most likely: _____

What activities least likely: _____

Consequences maintaining behavior: _____

_____

Medical/medication influences:_____

5. Give your hypothesis of the function(s) of the challenging behavior(s).

Hypothesis:

How was the hypothesis tested/supported:

Support Strategies

6. What **replacement** behaviors/skills did you identify to **TEACH** as positive alternatives to replace the challenging behavior?

   Communication Skills:

   Social Skills & assertiveness skills:

   Coping strategies & relaxation skills:

   Other replacement behaviors/skills:

7. Antecedent change strategies:

8. Consequence manipulations:

9. QUALITY OF LIFE/LIFE ENHANCEMENT Changes:

10. What are your future hopes & dreams for the individual?

11. What are existing "barriers" that you need assistance with?

What are the next steps in supporting this person???

getting our sensory needs met and/or expressed) are normal.

On a piece of flip chart paper, write the letter S, E, A T down the left-hand side (leaving some space between each letter).

S

E

A

T

Ask

What motivates us to behave in certain ways?

See if participants can come up with answers that fall into any of the four categories listed below.

Say

Although there are hundreds of reasons why people behave the way they do, for the purpose of this exercise we will group our motivations into four general areas.

Now, spell out the rest of the letters to make the following words: Sensory, Escape, Social Attention and Tangible.

Your Presentation Notes

Ask

The group to give examples of behaviors they use to get their needs met in each of these areas and write them on the chart.

Give some examples of your own as well.

For SENSORY, ask the group, "What SENSORY behaviors do we engage in that allow us to feel good?" Answers might include: Listening to music, smelling cologne, smoking cigarettes, eating, playing sports or working out, intimate things we do with others, etc.

For ESCAPE, ask the group what they could do if they didn't want to listen to what you were saying at this moment. Answers might include: leave the room, daydream, fall asleep, doodle, read a book, talk to someone, etc.

For ATTENTION, ask the group what they do when they want attention from someone. Answers could include: Starting a conversation, tapping someone on the shoulder, the way we dress (dressing up/ getting our hair done), etc. Ask if anyone gets attention by whining…, or pouting…, or by yelling or slamming things.

For TANGIBLE CONSEQUENCES, ask the group what kinds of tangible consequences really work for them?

Your Presentation Notes

Answers might include: our jobs (to get a paycheck); a favorite magazine or book; other preferred items . . .

Ask
The group if it is O.K. for us to engage in behaviors that allow us to get our needs met in each of these areas.

For example, "Is it O.K. to engage in behaviors that allow us to feel good (Sensory)?" (We want the group to agree that, YES, it is O.K.).

Ask if it's O.K. for us to engage in behaviors that allow us to escape or avoid things that are frustrating or irritating to us (like using the ATM to avoid the long lines at the bank, or balancing a checkbook, or reading a magazine while we have to "wait" in a doctor's office, or declining a request . . .

And, is it O.K. for us to get attention when we feel that we need it? (Most people will agree that it is O.K., as long as we do so in appropriate ways). The same for Tangible things.

Once the majority of participants seem to agree that it is O.K. for us to engage in behaviors that allow us to get our needs met in these areas.

Your Presentation Notes

Ask

The group this question:

"If it is O.K. for us to get our needs met in these areas, then is it O.K. for the people we support to get their needs met in these areas?"

Go down the list, one by one and ask the group what they think.

We want to get the group to see that it IS O.K. for the people we support to get their needs met in these areas as well. So what is the difference between the people we support and ourselves?

There is NO DIFFERENCE in our needs; but there is a difference in the tools, the strategies, or the BEHAVIORS we are using to get our needs met. Some of the strategies used by the people we support use may be socially inappropriate for the situation, or it may not be the right time and place for the behaviors they are using.

Say

If our needs are the same (and they are), then the answer becomes: Teaching people new behavioral strategies to get their needs met that are more socially appropriate for the situation.

Your Presentation Notes

Say

Before we look at a tool that will help you figure out the motivations behind a behavior, let's dispel a myth

The myth is that all people with challenging behaviors are just trying to get attention!

In fact, the same behavior may be used several different ways. For example, aggression can be used to get attention one time and to escape something a person doesn't like at another time.

Research is showing that people engage in challenging behavior just to get attention only about 25% of the time, with the other areas (tangible rewards, etc.) for the remaining 75% of the time.

Say

Now, let's take a look at the Motivation Assessment Scale developed by V. Mark Durand.

Your Presentation Notes

Do
Show overheads #17, #18, #19

Say

The Motivation Assessment Scale (refer to the page number in the resource guide) is a questionnaire designed to identify those situations in which a person is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate rewards and support strategies.

Once you have identified the behavior to be described, read each question carefully and circle the one number which best describes your observations of this behavior. You can complete this individually, or as a team.

Review the instructions and read some of the questions. Next, review the page on how to score the Motivation Assessment Scale (refer to the page number in the *Resource Guide*).

Say

Once you have scored the assessment, a total over 10 in any area (sensory, escape, social attention, or tangible consequence) is worth considering as a possible motivator for that behavior.

Optional Activity

If you have time (about 20 minutes),

Your Presentation Notes

Session #6, Overhead 17

Session #6, Overhead 18

Session #6, Overhead 19

Motivation Assessment Scale

Name: _____ **Date:** _____

Behavior Description: _____

_____

_____

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which a person is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate rewards and treatments. It is important that you identify the behavior of interest *VERY SPECIFICALLY.* ***Aggressive,*** for example, is not as good a description as ***hits others.*** Once you have specified the behavior to be rated, read each question carefully and circle the one number which best describes your observations of this behavior. You may complete this individually, or as a team; it is often useful to compare answers and differing perspectives.

Questions

	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
1. Would this behavior occur continuously if the individual was left alone for long periods of time? (For example, one hour)	0	1	2	3	4	5	6
2. Does this behavior occur following a command to perform a difficult task?	0	1	2	3	4	5	6
3. Does this behavior occur when you are talking to other persons in the room?	0	1	2	3	4	5	6
4. Does this behavior ever occur to get food, a game that he or she has been told that she/he can't have?	0	1	2	3	4	5	6
5. Does this behavior occur repeatedly, over and over, in the same way? (e.g. rocking back and forth for five minutes)	0	1	2	3	4	5	6
6. Does this behavior occur when a request is made of the person?	0	1	2	3	4	5	6
7. Does this behavior occur whenever you stop attending to the person?	0	1	2	3	4	5	6
8. Does this behavior occur when you take away a favorite activity or pastime?	0	1	2	3	4	5	6

	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
9. Does it appear to you that the person enjoys performing this behavior and would continue even if no one was around?	0	1	2	3	4	5	6
10. Does the person seem to do this behavior to upset or annoy you when you are trying to get him/her to do what you ask?	0	1	2	3	4	5	6
11. Does the person seem to do this behavior to upset or annoy you when you are not paying attention to him/her?	0	1	2	3	4	5	6
12. Does this behavior stop occurring shortly after you give the person something she/he requested?	0	1	2	3	4	5	6
13. When this is occurring, does the person seem unaware of anything else going on around him/her?	0	1	2	3	4	5	6
14. Does this behavior stop occurring shortly after (one to five minutes) you stop working or making demands of him/her?	0	1	2	3	4	5	6
15. Does he or she seem to do this behavior to get you to spend some time with him/her?	0	1	2	3	4	5	6
16. Does this behavior seem to occur when the person has been told that she or he can't do something she/he wanted to do?	0	1	2	3	4	5	6

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
(Sensory)	(Escape)	(Social Attention)	(Tangible Consequences)
_____	_____	_____	_____
Total	Total	Total	Total

Adapted from V. Mark Durand, Suffolk Child Development Center, N.Y.

How to Score the Motivation Assessment Scale (MAS)

1. Follow the directions given to complete the MAS.

2. When finished, write down the score that was circled (1 − 6) for each question at the bottom of the back page on the line with the corresponding question number.

3. Once all 16 scores have been entered, add up the total for each of the four columns.

4. If the total on the left is highest, that would indicate a higher behavioral motivation in the **Sensory** area. If the total in the second column from the left is highest, it would indicate a higher behavioral motivation in the area of **Escape,** and so on, for the remaining two columns labeled **Social Attention,** and **Tangible Consequences.**

5. Oftentimes, more than one total will come out high. Usually, any total over 10 can be significant and worth looking at as a possible motivator.

6. If all totals come out the same, it may be that the behavioral definition being used is too broad. You may want to retry the assessment with a more specific definition.

consider completing the Motivation
Assessment Scale on a volunteer. You can
ask someone to describe a behavior that they
use to get attention, etc. You can work
through the assessment as a large group and
score it as well.

Teaching Replacement Behavior

Do
Show overhead #20

Say
Once you have figured out what the
behavior is all about, the challenge is to help
someone find a replacement behavior that
will get his or her needs met in a more
positive way. This is called teaching
replacement behaviors. To sum up the steps
in the process:

1. **Identify & define the challenging
   behavior.** Remember, that the target
   behavior must be in both
   MEASURABLE & OBSERVABLE
   terms.

2. **Observe the individual and interview
   family & team members (using one or
   more of the assessment tools) to help
   figure out the meaning of the problem
   behavior.** It is important to take data in

Your Presentation Notes

Replacement Behaviors

**Teaching Replacement
Behaviors requires:**
- **Identify and define the
  challenging behavior(s)**
- **Observe and interview to
  figure out the meaning of
  the challenging behavior**
- **Identify new replacement
  behavior(s) that fill the
  same need as the
  challenging behavior**

Session #6, Overhead 20

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order to make more accurate decisions as to why the behavior is happening. Tools like A-B-C data sheet, the Scatter Plot, the PBS Simple Worksheet and the Motivation Assessment Scale can help. We need to do this FIRST, because we want to teach the person a new skill that serves the same function, or NEED as the challenging behavior. By doing this, we will be more successful at REPLACING the challenging behavior with an alternative skill.

3. **Identify new replacement behavior(s) to teach the individual that fill the same need as the challenging behavior.** If our assessment data shows us that the challenging behavior is happening to **"get attention"**, then we want to teach a new, alternative skill that also allows the person to receive social attention, but in a more socially appropriate manner.

If the challenging behavior is very intense (throwing chairs or breaking windows, for example) and is happening for reasons of **"escape"**, then we want to teach a new skill that also allows the person to escape (but without throwing chairs or breaking windows!).

Alternative examples of new skills to communicate escape could include:

Your Presentation Notes

Replacement Behaviors

Teaching Replacement Behaviors requires:
- Identify and define the challenging behavior(s)
- Observe and interview to figure out the meaning of the challenging behavior
- Identify new replacement behavior(s) that fill the same need as the challenging behavior

Session #6, Overhead 20

Asking or signing for a "break", holding up a colored card with the word "break" on it to signify that the person needs a break, and so forth.   Or, pointing to a picture card of juice rather than pounding on the refrigerator. We want to teach alternative ways to get tangible and sensory needs met as well.

Do
Show overhead #21

Say
Use these guidelines to help teach replacement behaviors & skills:

If we don't follow these guidelines when teaching replacement behaviors & skills, then it is very likely that the person will go back to using their "old" behavior, because it works better for them!

A. The replacement behavior must receive "payoff" (reinforcement) as soon or sooner than the challenging behavior. Remember the "hair pulling" routine: If I don't get help and attention within 5 seconds of using my new strategy (raising my hand), then I'm likely to go back to my old strategy (hair pulling).

Your Presentation Notes

Replacement Behavior Must:

- Receive "payoff" as soon or sooner than the challenging behavior
- Receive as much or more "payoff" than the original behavior
- Require the same amount of effort (or less) to perform

Session #6, Overhead 21

B. The replacement behavior must receive as much or more "payoff" (reinforcement) than the original behavior. If we plan to reward the person for using their new, appropriate strategy by offering them "less" than what they were getting for the original behavior, they will possibly return to their old behavior where the pay-off is better. Example: When Sally is disruptive, everybody turns around and looks at her, (which she really enjoys). The DSP starts to provide her with individual praise when she is not disruptive (which she also likes, but not as much as when EVERYONE notices her!). Which strategy is she likely to use in the future?

C. The replacement behavior must require the same amount of effort (or less) to perform. If the new, replacement behavior is harder to perform than the original behavior, this is another reason why the new skill may not work out in the long run.

We want the new skill to be just as easy (and require no more energy to perform) as the original challenging behavior.

An example you could provide is a young man who gets very frustrated when he is given certain types of tasks and has learned to hit people in order to

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Your Presentation Notes

> **Replacement Behavior Must:**
>
> - Receive "payoff" as soon or sooner than the challenging behavior
> - Receive as much or more "payoff" than the original behavior
> - Require the same amount of effort (or less) to perform
>
> Session #6, Overhead 21

"escape" the task. When he hits, he is removed from the task. We tried to get him to communicate using a keyboard where he would point in order at the letters "I – W-A-N-T –B-R-E-A-K- – P-L-E-A-S-E" in order for him to get away from a frustrating task.   It worked for about a week and then he started hitting people again. When we analyzed what had happened, we realized that when he attempted to type in the 16 letters he only got to the 4th or 5th letter before he got frustrated and hit someone. It was harder for him to type or point at 16 letters than it was to make a single hit. Once we got a system which required him to only point at one button or phrase to get a break, the old behavior went away (we finally taught him a new behavior that was just as easy to perform, and that worked just as well.

Say

Okay, to summarize, we've talked about ways to identify a behavior, to figure out the reasons for it and the idea of replacing it with something that works better for everyone.

The biggest challenge is to identify new replacement behaviors and skills that work just as well as the original challenging behavior.

It can be very difficult for extreme behaviors

Your Presentation Notes

Replacement Behavior Must:

- Receive "payoff" as soon or sooner than the challenging behavior
- Receive as much or more "payoff" than the original behavior
- Require the same amount of effort (or less) to perform

Session #6, Overhead 21

that get large reactions, but we must still attempt to find alternative strategies that work, because this is what will lead to positive behavioral change in the long run.

Do

Show overhead # 22

Say

I want to end by reading a short piece that puts in all into perspective

Read The Language of Us and They by Mayer Shevin

Say

That ends our session on positive behavior support

Homework Assignment

Say

Our next session is the first of two on Teaching Strategies.

To be ready for it, make sure that you read the complete summary in your *Resource Guide* and complete the homework assignment (refer to page number) **before the next class**. Let's review the instructions for the assignment together.

Your Presentation Notes

The Language of "Us" and "They"

By Mayer Shevin

We like things. They fixate on objects.

We try to make friends. They display attention-seeking behaviors.

We take a break. They display off-task behaviors.

We stand up for ourselves. They are noncompliant.

We have hobbies. They self-stim.

We choose our friends wisely. They display poor peer socialization.

We persevere. They perseverate.

We love people. They have dependencies on people.

We go for a walk. They run away.

We insist. They tantrum.

We change our minds. They are disoriented and have short attention spans.

We have talents. They have splinter skills.

We are human. They are?????????????????

Session #6, Overhead 22

Don't forget to look at the key words for the next session. If you need help, you can find the definitions in the **Key Word Dictionary** in Session #12 of your *Resource Guide*. Any questions? See you next time.

Your Presentation Notes

Homework Assignment for Session #7:
Teaching Strategies: Relationships,
Task Analysis and Prompts

To be ready for your next class session on Teaching Strategies, make sure that you read all of the information for session #7 and complete the homework assignment **before the next class**. You will find it on page 9 of your *Resource Guide* for session #7.

If You Want to Read More About
Positive Behavior Support

Positive Behavioral Support: Including People With Difficult Behavior in the Community
by Lynn Kern Koegel, Robert L. Koegel, Glen Dunlap, Editors (1996); Paul H Brookes Pub Co; ISBN: 1557662282

Offers case studies, research-based strategies, and discussion on behavioral intervention with people who engage in challenging and self-injurious behavior, highlighting the significant role of parent and family support. Topics include naturalistic language intervention; early intervention; school inclusion for children with autism; and person-centered planning. Contains activities and a sample course syllabus.

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